JOB DESCRIPTION

**FACULTY: ENGLISH**

**JOB TITLE: Head of English Faculty**

**(Extended Academy Leadership Team)**

**THE FACULTY**

The English faculty plays a pivotal role in the success of the Ongar Academy. It forms part of the school’s specialism and is very highly regarded by parents and students alike. Results are consistently exceptional, but staff are not complacent and are consistently striving for further improvement.

The English faculty is based in a cluster of seven adjacent classrooms. Each classroom has a projector, an interactive whiteboard and is wireless networked. There is also easy access to a bookable resource of 30 computers which is for the sole use of the English faculty. Each member of staff is provided with his/her own laptop.

The faculty’s clear and aspirational vision underpins all of its work. Its aspiration is for every student to acquire:

* a lifelong love of language;
* an academic excellence which is commensurate with their ability;
* an empowering command of the written and spoken word.

The opportunities for professional development afforded to staff within the faculty have been considerable and are on-going. In any academic year, teachers are afforded many opportunities tailored to meet their individual needs. These include membership of the school’s Teaching and Learning Community, PIXL and exam board conferences and visits to other English faculties within the Bridge Academy Trust to share good practice.

The successful candidate will join a strong and experienced team of seven specialists, one of whom is the Executive Headteacher. The post holders are:

* Head of Faculty.
* Second in department and Head of Media.

The work of the faculty is supported by an HLTA and an LSA.

The faculty often welcomes student teachers from the local SCITT schemes.

**CURRICULUM**

**Years 7, 8 & 9**

In Years 7-9 the faculty’s schemes of work reflect the new English curriculum and are broad, balanced and innovative. Students will read and study a wide range of 19th and 20th century texts, both fiction and non-fiction. Summative assessments are formally completed in exam conditions and are designed to develop the skills required by the new G.C.S.E. Upon entering The Ongar Academy, we aim to empower all our students with an expert command of the spoken and written word.

**Years 10 and 11**

All students take G.C.S.E.s in English Language and English literature. The AQA syllabuses are followed. G.C.S.E. Media studies is offered as an option.

**Years 12 and 13**

We offer A level English Literature

**ENRICHMENT ACTIVITIES**

The English faculty offers a wide variety of enrichment opportunities for students across years 7-13. A variety of clubs are offered each week.

Many enrichment activities are offered in conjunction with the library at The Ongar Academy

**THE POST**

We are looking for an enthusiastic Head of Faculty - English with academic rigour who will inspire students and contribute to the department’s academic success.

The successful candidate will teach English up to and including GCSE and A Level English.

NQTs teach a reduced timetable and are allocated a mentor within their faculties. They also participate in an extensive induction programme which is led by an Assistant Headteacher and lasts for the entire NQT year.

**All staff at The Ongar Academy are expected to:**

* participate in the performance management and development review processes, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager;
* comply with individual responsibilities, in accordance with the role, for health & safety in the workplace;
* Ensure that all duties and services provided are in accordance with the school’s equal opportunities policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Executive Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The governing body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

(January 2020)

**Person Specification**

The qualities and attributes marked ‘Essential’ must be demonstrable at the point of interview.

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| **Qualities and Attributes** | **Essential** | **Desirable** |
| **Qualifications** | | |
| Good quality Honours degree | ✓ |  |
| PGCE, or equivalent, in Secondary Education | ✓ |  |
| Qualified Teacher Status | ✓ |  |
| **Experience** | | |
| Proven success of teaching English at KS3, KS4 and KS5 | ✓ |  |
| Some leadership and management experience within an English department and proof of impact | ✓ |  |
| **Knowledge / Skills** | | |
| Strong subject knowledge | ✓ |  |
| An understanding of what makes outstanding teaching and learning and the ability to put this into practice. | ✓ |  |
| An ability to use data to monitor student progress and inform curriculum planning | ✓ |  |
| Familiarity with Raiseonline and ALPs data | ✓ |  |
| An understanding of best practice when quality assuring the work of the department | ✓ |  |
| The ability to put effective intervention in place for under achieving students | ✓ |  |
| An understanding of the qualities of a successful scheme of work and the key principles of assessment | ✓ |  |
| The ability to coach and mentor other teachers | ✓ |  |
| An ability to forge good working relationships with staff and students | ✓ |  |
| Organisational skills | ✓ |  |
| Knowledge and understanding of current developments in English teaching and also of relevant wider educational issues | ✓ |  |
| Well - developed behaviour management skills | ✓ |  |
| Ensure that whole school policies are implemented consistently | ✓ |  |
| **Personal** | | |
| Ability to work hard under pressure | ✓ |  |
| Ability to prioritise and meet deadlines | ✓ |  |
| Commitment to continued personal development | ✓ |  |
| Commitment to contribute to the wider life of the school | ✓ |  |
| **General** | | |
| Good attendance and punctuality record | ✓ |  |
| Professional dress | ✓ |  |